



Roadmap for the Journey
The Trainer's Guide

Module
10



Description of Module 10

Wisdom from the Journey Family Matters in Early Intervention

The purpose of this module is to provide information from, for, and about families of infants and toddlers with special needs, so that service coordinators will more fully empathize with the demands that developmental disabilities place on a family. Understanding family dynamics and benefiting from the experience and wisdom that families have to offer, helps service coordinators in their efforts to partner with families.

Service coordination requires knowledge of numerous topics related to the early intervention process, but understanding the impact of disability on family relationships is imperative to effectively supporting families. Without this understanding, service coordination will fail to promote relationships that foster family competence and confidence in meeting the needs of young children with disabilities.

Service coordinators aspire to support and empathize with families on their journey; this module seeks to provide recognition for the importance of their efforts. Information highlighting fathers, grandparents, and siblings of young children with special needs is provided in this module in order to acknowledge the common and unique needs of these family members. *Wisdom from the Journey* attempts to help build a service coordinator's understanding of the day-to-day realities faced by families on their journey of hope.



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Competencies

- Has knowledge and understanding of the importance of encouraging participation from all family members in the child's program, therapy, etc.
- Has knowledge of family systems, parental reactions to handicapping conditions, and parental coping strategies.
- Has knowledge and understanding of the day-to-day realities of parenting a young child with disabilities.
- Has appreciation for the potential importance the role service coordination can play in supporting positive family relationships.
- Has knowledge and understanding of the impact on the family at the time their child receives a diagnosis of disability.
- Has knowledge and understanding of how grandparents can support families of infants and toddlers with disabilities.
- Has knowledge and understanding of the importance of the involvement of fathers in the care of the child with special needs.
- Has knowledge and understanding of the needs of siblings of infants and toddlers with disabilities.



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- 10.8 Souvenirs from the Journey
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Module Instructions

Module 10

Wisdom from the Journey Family Matters in Early Intervention

Procedure/Activity	Materials	Time
Introduce the module by describing its contents. You may use the written description provided at the beginning of this guide if desired.	<i>Description of Module 10</i>	5 minutes
<p>10.1 You Are the One...</p> <p>Read the poem from PowerPoint <i>Wisdom from the Journey – Family Matters in Early Intervention (slides 1-6)</i>. Provide a copy of 10.1a <i>You Are the One...</i> to participant, if desired.</p>	<p>PowerPoint <i>Wisdom from the Journey – Family Matters in Early Intervention</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p> <p>Print and provide handout of PowerPoint, if desired</p> <p>10.1a <i>You Are the One...</i>, if desired</p>	5 minutes
<p>10.2 ABC's of Special Needs</p> <p>The purpose of this activity is to help the participant refresh their awareness of the many demands that families of children with special needs experience.</p> <p>Twenty-six brief family scenarios are presented in handout 10.2a <i>ABC's of Special Needs</i>. Provide a copy of the handout for participant. Instruct them to read silently all scenarios. Instruct participant to select three scenarios and assuming the role of the family member, write a response to each of those three</p>	<p>10.2a <i>ABC's of Special Needs</i></p> <p>10.2b <i>ABC's of Special Needs Worksheet</i></p>	50 minutes

Procedure/Activity	Materials	Time
<p>examples using worksheet 10.2b. Lead participant in sharing their written responses with the trainer/group. Facilitate the discussion, intended to increase empathy for families, and reinforce the importance of family-centered delivery of care. Instruct participant to place the worksheet in their portfolio.</p>		
<p>10.3 Life Stories from the Journey</p> <p>There are two ways to complete this portion of the training. Choose one of the following:</p> <ol style="list-style-type: none"> 1. Show the video <i>Project DOCC (Delivery of Chronic Care)</i>. From the parents in the video, service coordinators will learn how Project DOCC works to educate physicians about families of children with chronic health care needs, while refreshing their knowledge of the impact of diagnosis, and day-to-day caring for a child with chronic special needs. <p>Following the video, instruct the participant to complete 10.3a <i>Life Stories from the Journey Worksheet</i>, show it to the trainer/supervisor for their approval, and place it in the portfolio.</p> <p style="text-align: center;">or</p> <ol style="list-style-type: none"> 2. Invite two local family members to meet with participant and share their responses to 10.3b <i>Family Interview Questions</i>. These family members should be given a copy of the questions 	<p>Video <i>Project DOCC (Delivery of Chronic Care)</i>, VCR, TV</p> <p>10.3a <i>Life Stories from the Journey Worksheet</i></p> <p style="text-align: center;">or</p> <p>10.3b <i>Family Interview Questions</i></p> <p>10.3a <i>Life Stories from the Journey Worksheet</i></p>	<p>1 ½ hour</p>

Procedure/Activity	Materials	Time
<p>prior to the training so they can prepare their responses. Select one family who has a young child with special needs and one family with an older child with special needs in order to broaden the scope of information service coordinators will hear. Remember that talking about these issues can be emotionally difficult for family members. Make every effort to make this experience as comfortable as possible for those involved.</p> <p>Following the interview, instruct the participant to complete worksheet 10.3a <i>Life Stories from the Journey Worksheet</i>, show it to the trainer/supervisor for their approval, and place it in the portfolio.</p> <p>Return to PowerPoint following the break.</p>		
Break		15 minutes
<p>10.4 Grandparenting</p> <p>Show PowerPoint <i>Wisdom from the Journey – Family Matters in Early Intervention</i> (slides 8-21), making the points and engaging the learner in discussion as desired.</p>	<p>PowerPoint <i>Wisdom from the Journey – Family Matters in Early Intervention</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p>	30 minutes
<p>10.5 Father's Involvement</p> <p>1. Provide a copy of handout 10.5a <i>Father's Involvement Is Important</i>. Read the first two opening paragraphs, and then ask three participants to each read one of the fathers' stories aloud. If there are fewer than</p>	<p>10.5a <i>Father's Involvement Is Important</i></p> <p>PowerPoint <i>Wisdom from the Journey – Family Matters in Early Intervention</i></p>	35 minutes

Procedure/Activity	Materials	Time
<p>three participants, instruct them to read the article silently. Return to PowerPoint.</p> <p>2. Show PowerPoint <i>Wisdom from the Journey – Family Matters in Early Intervention</i> (slides 23-30), making the points and engaging the learner in discussion as desired.</p>		
<p>10.6 Siblings</p> <p>Instruct participant to read handout 10.6 <i>What Siblings Would Like Parents and Service Providers to Know</i> outside of training. Instruct participant to complete 10.6a <i>Sibling Worksheet</i> by selecting three of the twenty themes in the handout to respond to by writing why they thought this theme was significant. Instruct them to list three ways that service coordinators can involve siblings in the early intervention process. Advise participant to place the completed worksheet in the portfolio.</p>	<p>10.6 <i>What Siblings Would Like Parents and Service Providers to Know</i></p> <p>10.6a <i>Sibling Worksheet</i></p>	5 minutes
<p>10.7 Top Things...You wish your service coordinator knew, understood, would do, or would stop doing!</p> <p>Show PowerPoint <i>Wisdom from the Journey – Family Matters in Early Intervention</i> (slides 32-45), making the points and engaging the learner in discussion as desired.</p>	<p>PowerPoint <i>Wisdom from the Journey – Family Matters in Early Intervention</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p>	20 minutes
<p>10.8 Souvenirs from the Journey</p> <p>Instruct participant to complete the following reading assignments outside of training:</p>	<p>Copies of or access to:</p> <ul style="list-style-type: none"> 10.8a <i>Children with Special Needs Internet Guide for Parents and Professionals</i> http://www.state.de.us/dhss/ 	10 minutes

Procedure/Activity	Materials	Time
<ul style="list-style-type: none"> • 10.8a <i>Children with Special Needs Internet Guide for Parents and Professionals</i> • 10.8b <i>Where Are the Parents?</i> • 10.8c <i>Essay: Look Through the Windows of My World</i> • 10.8d <i>To You, My Sisters</i> • 10.8e <i>Happy Mother's Day</i> <p>Instruct participant to make special note of the specific disability sites in 10.8a. These sites may prove useful when information on specific disability topics is needed. Offices may choose to make a hardcopy available.</p>	<ul style="list-style-type: none"> • dms/epgc/birth3/files/internetguide.pdf • 10.8b <i>Where Are the Parents?</i> http://www.oafccd.com/lanark/poems/whereare.htm • 10.8c <i>Essay: Look Through the Windows of My World</i> http://www.users.on.net/~phisa/Lookthroughthewindows.html • 10.8d <i>To You, My Sisters</i> http://www.arcfip.org/mysister.html • 10.8e <i>Happy Mother's Day</i> http://web.odu.edu/webroot/instr/ed/pmyatt.nsf/files/Happy_Mothers_Day.pdf/\$FILE/Happy_Mothers_Day.pdf 	
<p>10.9 On Having to Give Bad News</p> <p>Show PowerPoint <i>On Having to Give Bad News</i>.</p>	<p>PowerPoint <i>On Having to Give Bad News</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p>	<p>5 minutes</p> <p>Total time= 4 ½ hours</p>



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